

# What makes an effective CPD tool?

English UK

Management Conference

March 2017



**"The three little pigs attended a professional development seminar on dealing with bullies and they were never bothered by the big bad wolf again."**

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# What are the challenges?



Is this true?





# What is the difference?



# What does research say?

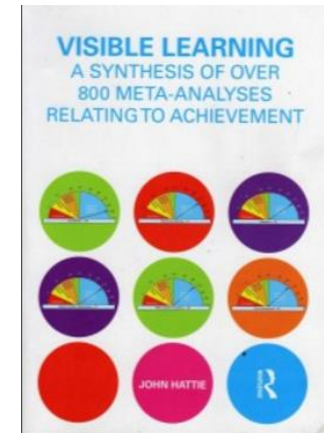
- Reaction
- Learning
- Behaviour
- Student outcomes

RK Wade: What makes the difference in inservice teacher education?  
*Educational Leadership* 42(4) (1985)

# What does research say?

## 7 key facts for professional development

- Time
- Experts
- Teachers
- Conceptions about learning
- A professional community
- School support
- Funding





# What does research say?

Twice the impact  
of any other  
activity

The Top 5 – Impact of leadership			Effect size
Dimension	1	Establishing goals and expectations for teachers	0.42
	2	Resourcing strategically	0.31
	3	Planning, co-ordinating and evaluating teaching and the curriculum	0.42
	4	Promoting and participating in teacher learning and developing	<b>0.84</b>
	5	Ensuring an orderly and supportive environment	0.27

## What makes CPD effective?

‘... all the current evidence shows that the high-achieving systems invest heavily in the learning and Professional Development (PD) of their teachers. It is through this good quality professional development that real improvements in teaching and attainment take place.’

# What makes CPD effective?

- ✓ Personalised
- ✓ Situated in practice
- ✓ Sustained over time
- ✓ Collaborative

The Sutton Trust Report: Developing Teachers Jan 2015

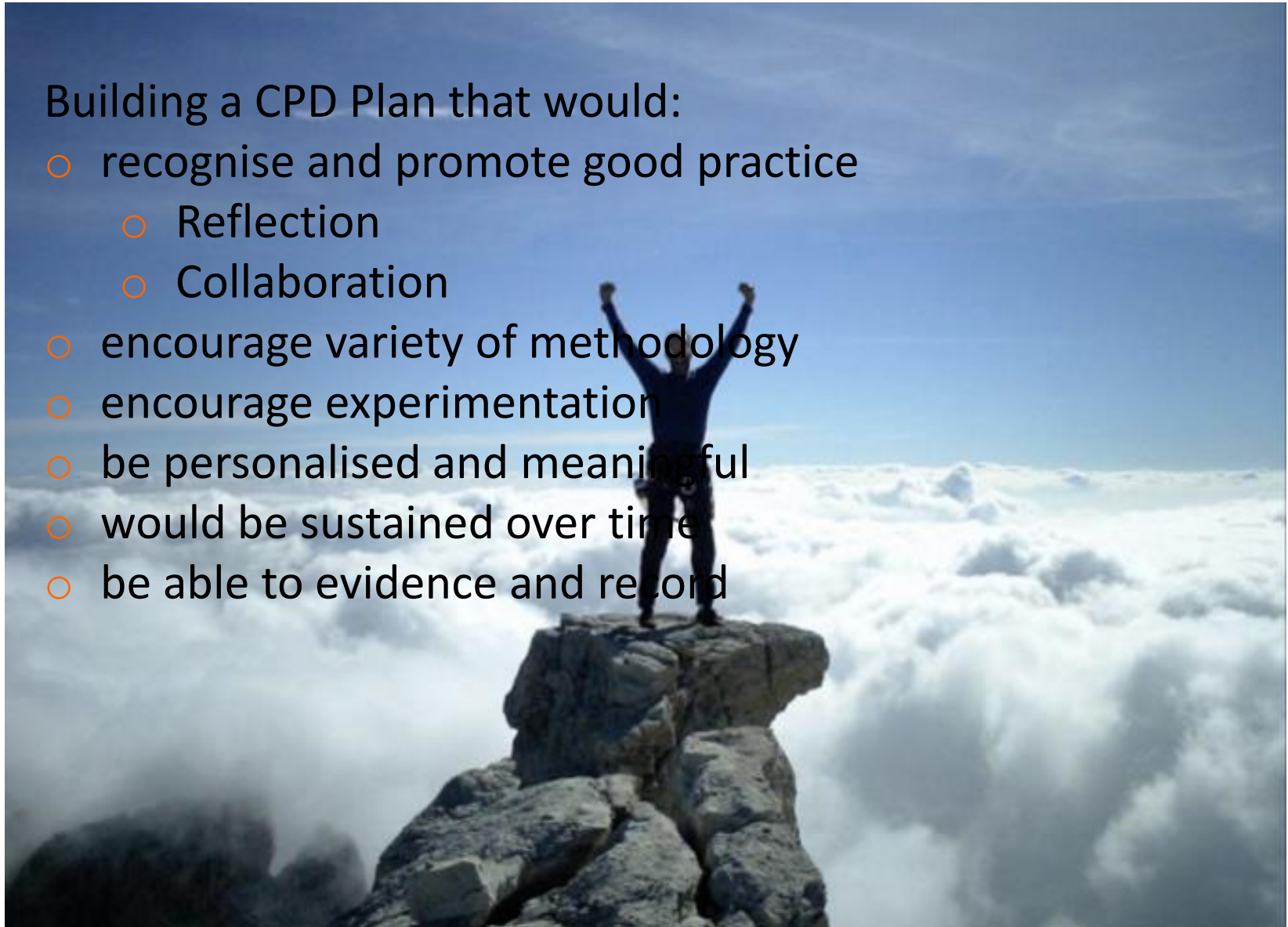
# What are the challenges?



# What would success look like?

Building a CPD Plan that would:

- recognise and promote good practice
  - Reflection
  - Collaboration
- encourage variety of methodology
- encourage experimentation
- be personalised and meaningful
- would be sustained over time
- be able to evidence and record



# But what is CPD?

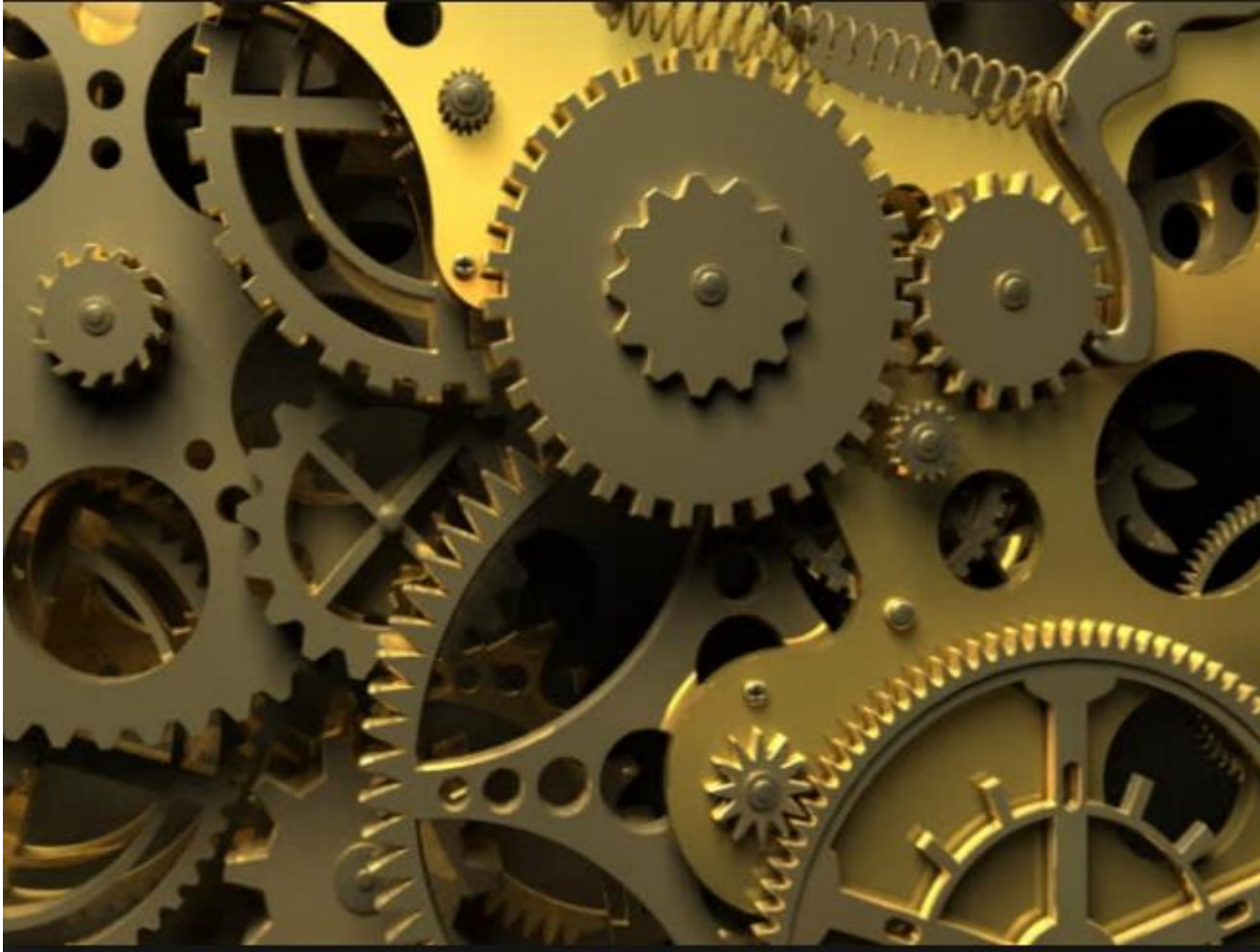


## But what is CPD?

- Teacher conferences – IATEFL / EnglishUK/BELTE
- Local CPD groups - i.e. Oxford House / NATESOL
- In-house CPD sessions – attending and running them
- DoS Observation – working with DoS to identify areas for improvement
- Peer Observation
- Pop-in observations – short observations to see a variety of types of lesson
- Self Observation
- Development check lists
- Reflection
- Online support – blogs / portals / publisher sites
- Idea sharing groups – in school and online
- Mentor / buddy system
- Trial a new activity one day a week
- Shared board /corner for ideas
- Reading
- New projects, courses, levels, teaching ideas
- Action research
- Writing articles
- Collaboration



# How does it work?



# Teacher Needs Analysis

- Integrated with
  - school audits
  - compliance requirements
  - updated Teacher Standards
  - lesson observation sheets
- For complete transparency
- To generate ideas for areas to develop

		2016	2017	2018
Classroom management	managing interaction patterns in the classroom: grouping students, teacher to student interactions			
	managing oneself: body language, voice			
	managing student relationships and behaviours: engagement, rapport, atmosphere, cultural awareness			
	managing the lesson and activities: pacing			
	managing the lesson and activities: Cohesion and flow			
	Monitoring / Attention to Individual Students			
Coherent and relevant activities	Creating lesson materials			
	exploiting learning technology resources to enhance and promote learning			
	using the textbook software creatively			
Assessment	using the textbook creatively			
	Assessing Speaking (class and progress)			
	Assessing Speaking (placement)			
	Assessing Writing (class and progress)			
Feedback, Error correction and evaluation of	Assessing Writing (placement)			
	Checking learning, including concept checking			
	Error correction; choice of technique			
	error correction; delayed or immediate			
	evaluating learning based on lesson objectives			
	Giving assessment Feedback			
Systems of knowledge of development	Conducting Tutorials			
	knowledge of language and research skills			
	Teaching and developing listening skills			
	Teaching and developing reading skills			

Each cell has a drop-down menu where you choose either 'very experienced', 'further development desired', or 'need more development'.

# Personal Objectives

- Personalised
- Sustained over time

Example		Outcome
Goal	Find alternative ways to provide feedback to students to improve their perception of the progress they are making	completed
	1. A measurable improvement in feedback from my students regarding 'amount they have learnt'	
	2. Hold a workshop for the teachers in the school	
Method	Action research – by doing some peer observations, reading and trying out different options in class and following up with feedback from students	
DoS Feedback	There has been an increase in the Amount learned score of xx	
	The workshop was well received and had some really nice ideas	
Main Lesson Learnt	I realised I need to be more explicit and varied in my communicating of objectives for each lesson and task in order for students to really perceive they are learning.	

Drop-down menu to identify each goal as “completed”, “on track”, or “more to do”.

# CPD activities available for points

- Encouraging variety

CPD Activity	Points Value
Attend an in-centre workshop	2
Read an article, book or blog	1
Complete an Interactive Whiteboard Training session	1
Complete a Development Checklist	2
Do a Peer Observation based on DoS recommendation	2
Attend an EC webinar	3
Attend an external workshop/presentation*	3
Lead an Interactive Whiteboard Training session	3
Lead an in-centre workshop with a partner	4
Attend a one-day conference*	4
Lead an in-centre workshop on one's own	5
Do an Action Research Project	6
Present at a conference	8
Create Training Materials	5

# Setting Standards



	<b>18-22.5 hrs/week</b>	<b>15-17 hrs/week</b>	<b>Less than 15 hrs/week</b>
<b>Average Teaching Hours per Week</b>	This means you teach a core and elective class most days of the week	This means you teach a core class most days of the week	This means you don't usually teach every day
<b>Exceeds Standard</b>	More than 30 points	More than 20 points	More than 15 points
<b>Meets Standard</b>	30 points*	20 points*	15 points*
<b>Does not meet Standard</b>	Fewer than 30 points	Fewer than 20 points	Fewer than 15 points

# Recognising Good Practice

- Situated in practice
- Collaborative

The most effective CPD is done with reflection and collaboration - so at EC we encourage you to enhance any CPD activity with collaborative or reflective practice.

<p><b>Application of new ideas, reflection and feedback</b></p>	<p>2</p>	<p>Following any CPD activity you will get extra points for showing how these new ideas have helped you develop as a teacher. Talk to your DoS and discuss what worked and what didn't and what you learnt from the process</p>
<p><b>Working Collaboratively</b></p>	<p>3</p>	<p>Working with at least one other person to test teaching ideas, perhaps peer observe and to discuss the results. Talk to your DoS and discuss how this impacted your development.</p>





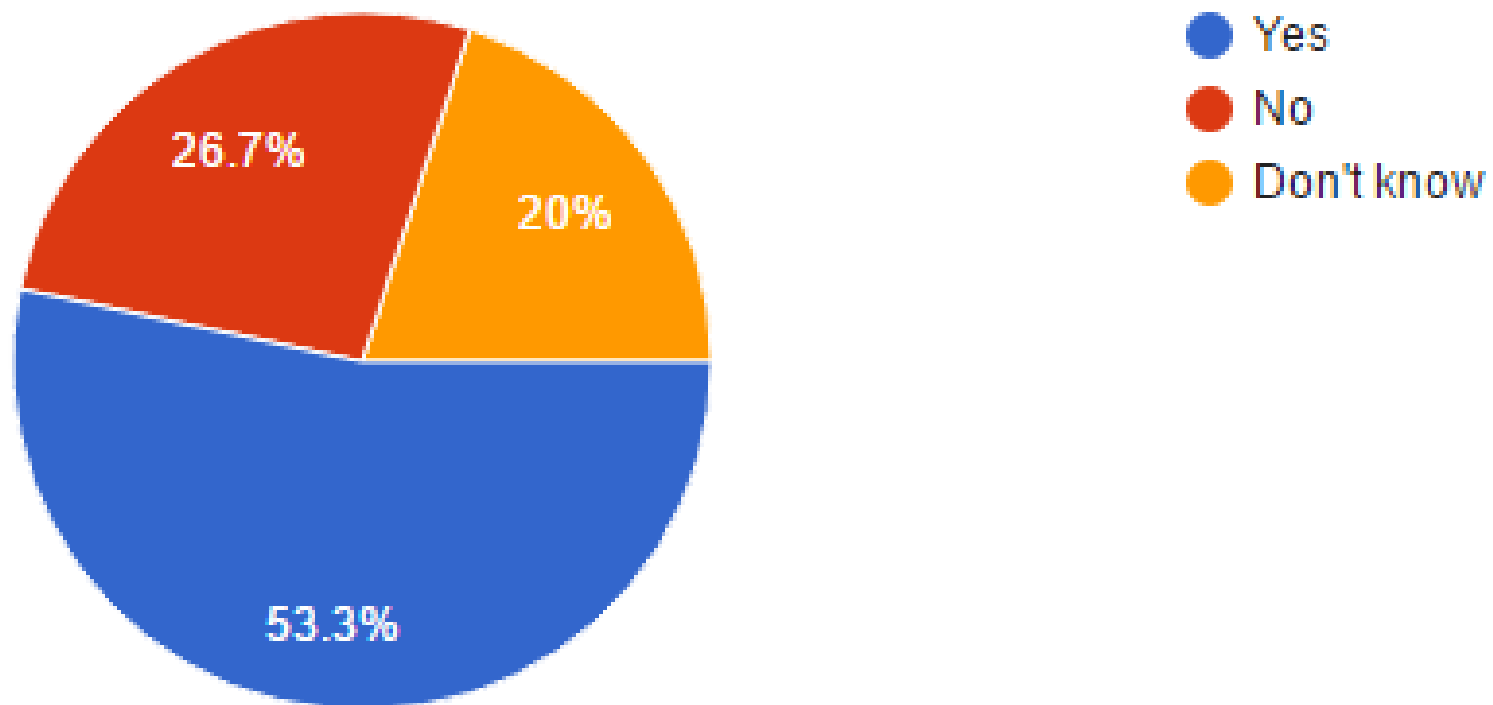
# Feedback from users



# Feedback from Managers

Do you feel the CPD tool facilitates development autonomy for your teachers?

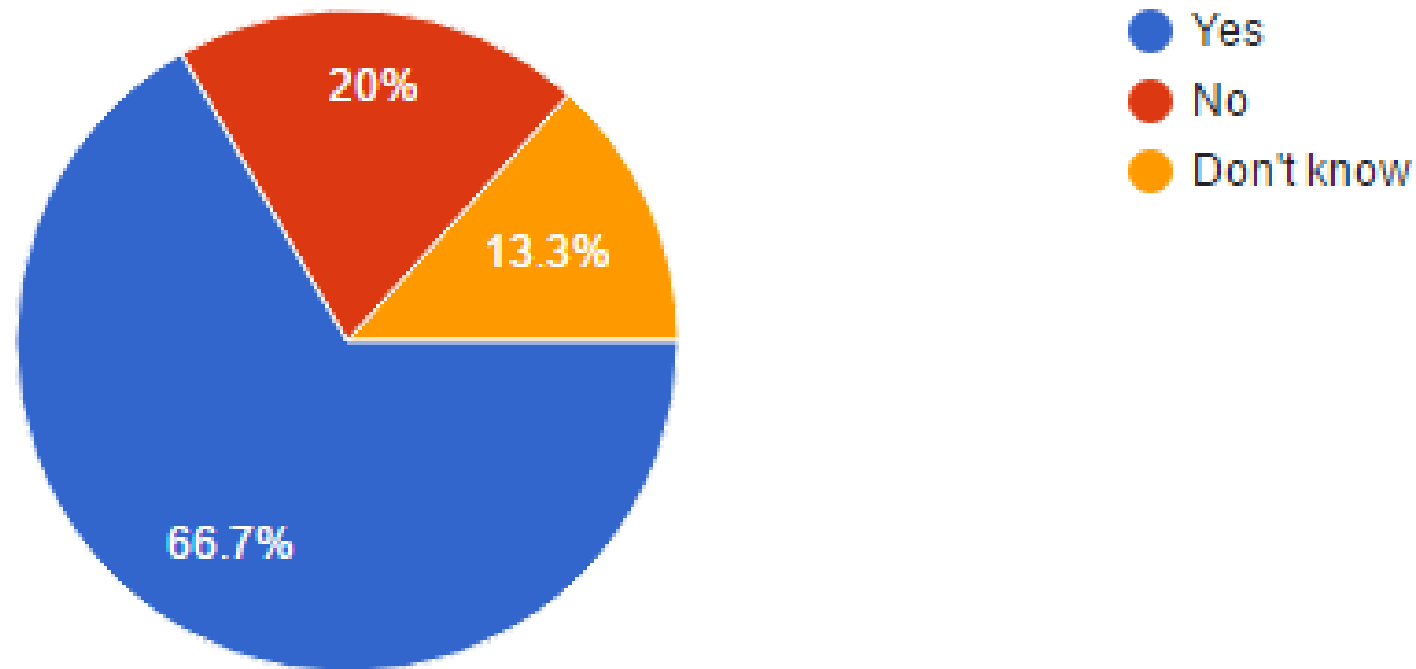
(15 responses)



# Feedback from Managers

Do you feel the CPD tool encourages best practice for teacher development?

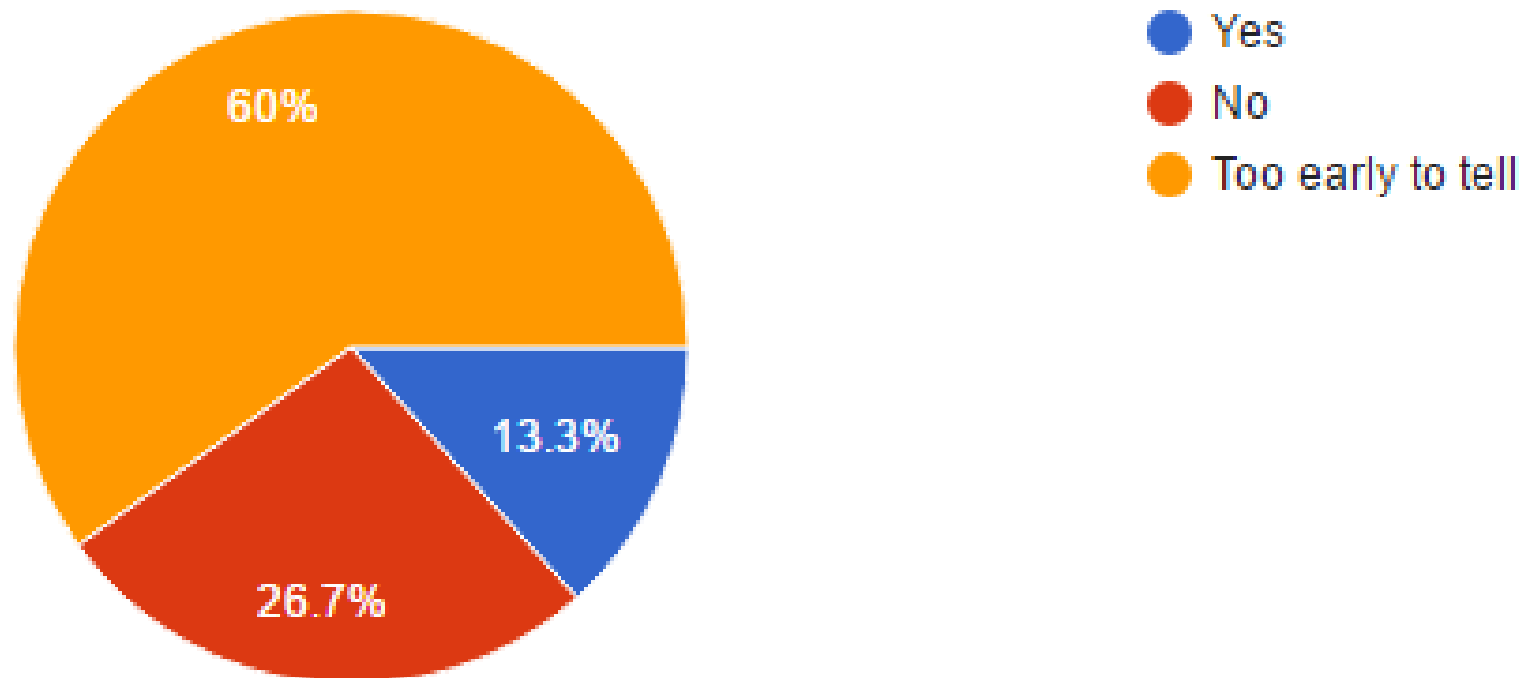
(15 responses)



# Feedback from Managers

Do you feel the CPD tool encourages teachers that were not previously so engaged in CPD?

(15 responses)



# Feedback from Teachers



Has using the CPD tool.....

made you more conscious of how day to day activities can contribute to your development?	100%
encouraged you to be more collaborative and reflective?	100%
encouraged you to personalise your development plan to meet you specific needs and interests	83%

# Feedback from Teachers



Do you find the needs analysis useful to identify areas you need or want to develop	92%
Do you think the CPD records help you plan your development and include more variety of activities?	83%

# Feedback from Teachers



the IT tool  
is clunky

It would be good to  
have more time to go  
through this with my  
DoS

Because it seems  
just about getting  
the most points



# Feedback from Teachers



Yes, Helps you to choose interesting topics.

It made me aware of CPD opportunities I was already taking and motivated me to look for more ways to gather experience eg running training sessions

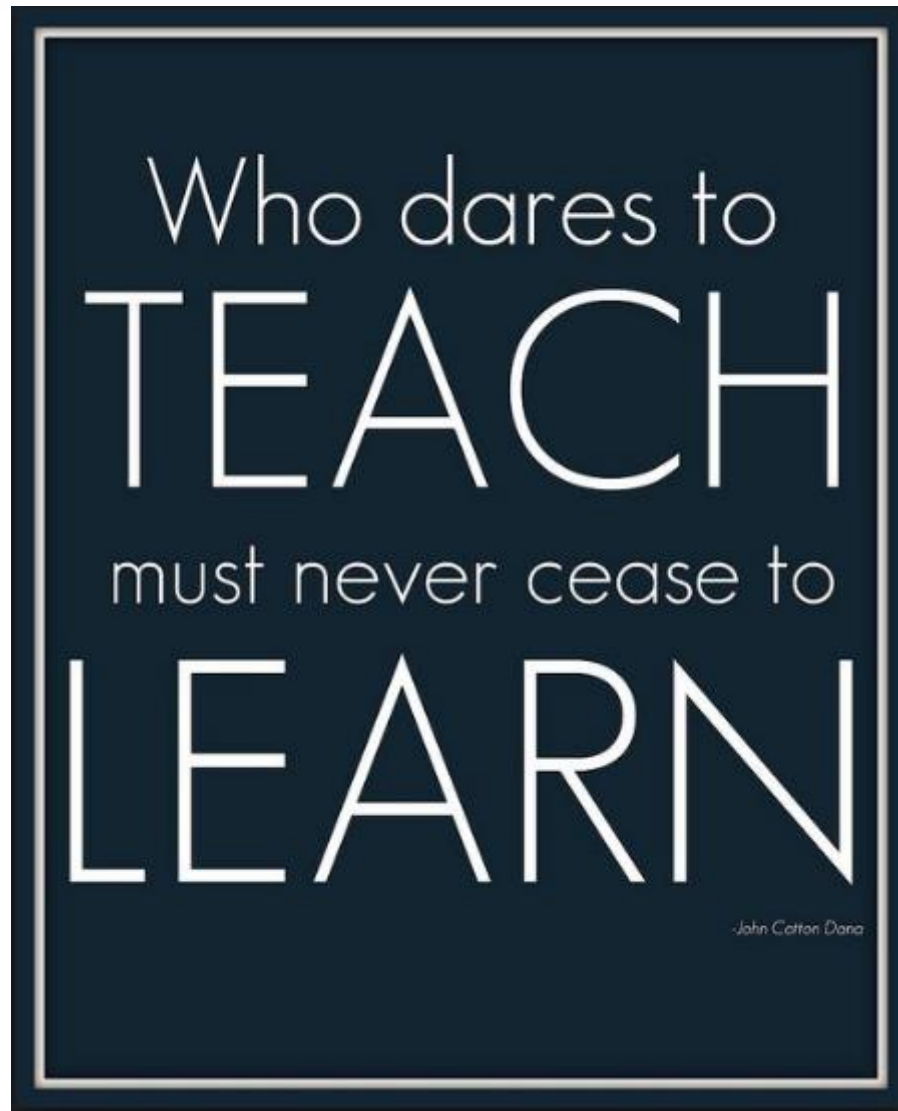


the list of goals and teaching skills is very helpful to identify areas to develop

it is a great tool to assist with CPD. It is useful to have all the resources accessible



**“Since we initiated regular staff development sessions, we’ve turned the school around 360 degrees.”**



A small, fluffy bulldog puppy with white fur and brown patches on its face and ears. The puppy is lying down with its front paws resting on the top edge of the 'THANK YOU' text.

**THANK YOU**

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